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Implementation of Think Pair and Share (TPS) Technique in Listening to Short Story Texts Learning

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Abstract

This research aims to determine whether there are differences in students' abilities in listening to short story texts using the Think-Pair-Share (TTPS) cooperative learning method. Conducted as a quasi-experimental study, the sample comprised 11th-grade students from SMA DDI Maros. Data collection involved text analysis techniques, and the obtained data were analyzed through stages including the creation of raw score lists, frequency distributions, descriptive statistical analysis, and inferential statistical analysis. The results indicate significant differences in learning outcomes between students using the TTPS method and those not using it. The use of TTPS improved students' listening comprehension of short story texts, as evidenced by the mean score of 74.36 (high category) in the experimental class compared to 58.46 (low category) in the control class. This demonstrates that the TTPS method effectively enhances students' listening skills.

Keywords*: Effective, TTPS, listening, short stories, MTPS*

Introduction

Literature learning is anticipated to enhance students' ability to enjoy, internalize, analyze, and comprehend literary works. This process involves four key activities that students must be familiar with and master: listening, speaking, writing, and reading (Rahman et al., 2020). In the listening aspect, students are expected to identify and utilize various literary genres (Yusuf & Sumardi, 2021).

The activity of appreciating short stories is one of the literary skills that students must master in literature learning, as outlined in the standard competencies and basic competencies for 11th-grade students in the second semester of high school (Kementerian Pendidikan dan Kebudayaan 2021). However, in practice, it is still common to find teachers not using media or diverse learning resources when teaching students to identify the intrinsic elements of short stories they have listened to (Pradana & Supriyadi 2022).

The lack of media and varied learning resources leads to student boredom and fatigue. It is regrettable when the quality of learning outcomes does not meet expectations. Low student interest in learning is evident during the teaching and learning process. During lessons, many students are distracted by other matters, discussing unrelated topics, or even sleeping without paying attention to the lesson (Hadi & Marja, 2023). When given questions that are not exactly the same as the

examples previously provided, students do not attempt to solve them and make no effort to find solutions. Instead, they prefer to wait for answers from the teacher.

The issues in the teaching and learning process, especially in short story appreciation, arise from a lack of communicative interaction between teachers and students, as well as among students themselves, resulting in a vacuum in interaction, (Sari & Wibowo, 2023). Yet, the teaching and learning process is influenced by interactive and cooperative behavior. Therefore, to create a cooperative and interactive learning environment, teachers must carefully select and implement teaching methods, such as the cooperative TTPS method (Ayu & Faimah, 2020).

The TTPS cooperative learning strategy emphasizes using specific structures designed to influence student interaction patterns. TTPS originated from cooperative learning research by Jasdila et al. (2017). It is an effective way to change student discourse patterns in the classroom. This strategy assumes that all recitations and discussions should occur in group settings, encouraging students to learn through mutual assistance.

This strategy requires students to work together in small groups. When students only listen to the teacher, their involvement in the learning process is minimal. Even when they are involved, their participation is often limited to answering the teacher's questions. This concrete reality can be observed in the learning process of 11th-grade students at SMA DDI Maros in Maros Regency.

Analyzing short story texts is chosen as the learning material in this research because listening to short story texts is one of the challenging skills for students to master in Indonesian language learning. Therefore, applying TTPS is expected to address the issues that have hindered the improvement of Indonesian language learning outcomes, particularly in analyzing the intrinsic elements of short stories. Incorporating structuralism theory into this research serves as a framework for assessing student work. Thus, the TTPS cooperative learning strategy can be effectively used in Indonesian language education. Cooperative learning is based on constructivist theory, which posits that students can more easily discover and understand difficult concepts through peer discussions. Students regularly work in groups to help each other solve complex problems (Trianto, 2014).

Cooperative learning is a broader concept encompassing all types of group work, including those led or directed by teachers (Suprijono, 2009). In cooperative classrooms, students are expected to help each other, discuss, and argue to sharpen their knowledge and close understanding gaps. One cooperative learning method is TTPS or Think-Pair-Share, a cooperative learning method that emerged from cooperative learning research. Developed by Frank Lyman at the University of Maryland, TTPS is a structured cooperative learning activity (Robert E. Slavin, 2015).

The sequence of the Think-Pair-Share (TPS) learning method, according to Suprijono (2022)Suprijono (2022), is as follows: Students listen while the teacher poses a question or task; students are given time to think individually about their responses; students pair up to discuss their responses; and students share their responses with the larger group. The strengths and weaknesses of the TTPS cooperative learning method, according to Robert E. Slavina (2020), include the following: Strengths—increasing student achievement, developing leadership skills, fostering positive attitudes, enhancing communication activities, improving language skills, developing social skills, and promoting cooperation, mutual respect, and ownership among individuals and groups. Weaknesses—teachers need to prepare materials thoroughly; many groups

report their discussions, all of which need monitoring; and teachers must prepare varied and engaging questions (Slavina, 2020).

Writing short stories requires strategy and practice, as the content must be concise, highlighting significant events for the characters, filled with messages and meanings (Rahim & Junaidi, 2021). Writers must present conflicts with resolutions that leave an impression on readers.

Structuralism in literature is a theoretical approach emphasizing the overall relations among various elements of a text, such as repetition, gradation, contrast, and parody (Budi, 2022). The observed issues in Indonesian language teaching at SMA DDI Maros in Maros Regency, particularly the lack of motivation to listen to short story texts, indicate the need for an appropriate model to maximize learning outcomes (Sari, 2023).

The problems in learning to appreciate short stories at SMA DDI Maros can be addressed through the implementation of the TTPS cooperative model. This approach aims to evaluate students' ability to understand short story texts and determine the effectiveness of the TTPS model in teaching listening skills, especially in short stories.

Based on the background discussion, this study uses the following hypothesis: Through literature and conceptual frameworks, the TTPS cooperative learning model enables 11th-grade science students at SMA DDI Maros to listen to and understand short story texts.

Research by Yuniarti et al. (2020) demonstrated the efficacy of TPS in teaching reading narrative texts, highlighting its effectiveness in enhancing reading comprehension. Elismawati et al. (2021) further supported this by concluding that students' reading abilities significantly improved after using the TPS technique. Additionally, Suhrowardi (2020), emphasized the strengths of TPS in improving writing skills, critical thinking, motivation, classroom interaction, and fostering active learners.

The collaborative nature of the TPS strategy was highlighted by Alsmadi et al. (2023), who emphasized its ability to create an interactive, lively, collaborative, and democratic learning environment. Liunokas (2019) discussed how TPS enhances students' oral communication skills, fosters critical thinking, and increases self-efficacy, participation, understanding, and enjoyment levels.

Furthermore, the TPS strategy has been shown to enhance creativity and critical thinking skills. Lie (2024) demonstrated that combining TPS with project-based learning improved students' creative thinking abilities and resulted in better test outcomes compared to traditional methods. Additionally, Adeyinka (2023) and Ismail (2022) found that TPS boosted students' engagement in discussions and improved academic achievement.

In the realm of language skills, Tangkin & Sormin (2022) highlighted how TPS can increase students' active involvement in speaking activities, while Bunaya & Basikin (2019) investigated its effectiveness in improving students' speaking confidence. Nazilah et al. (2021) demonstrated a significant improvement in students' writing achievement after implementing the TPS technique for analytical exposition texts.

The impact of TPS extends beyond language skills to other subjects as well. Oktafiani (2024) explored how TPS, assisted by augmented reality media, enhanced students' critical thinking skills in science subjects. Rozak & Qohar (2021) focused on using TPS to improve mathematical connection abilities, showcasing the versatility of the TPS technique across different disciplines.

In conclusion, the Think-Pair-Share (TPS) technique has been widely researched and proven to be effective in enhancing various skills such as reading comprehension, writing, critical thinking, creativity, and student engagement across different

educational contexts. Its collaborative nature, ability to foster active participation, and positive impact on student outcomes make it a valuable strategy for educators aiming to create dynamic and engaging learning environments.

Method

This research involves two variables: Variable X, which is the ability to listen to short story texts using the cooperative learning method TTPS, and Variable Y, which is the listening comprehension outcomes of short story texts using the TTPS method and without using the TTPS method among 11th-grade science students at SMA DDI Maros.

The research design employed in this study is the post-test only control group design. The population in this study includes all 71 students of the 11th-grade science class at SMA DDI Maros in the academic year 2022/2023, divided homogeneously into two classes. This study uses the cluster random sampling technique. Cluster random sampling involves selecting samples based on grouping units (individuals) into two groups: 35 students from class XI IPA 1 as the control group/class and 36 students from class XI IPA 2 as the experimental group/class.

The data collected in this research comprises the listening comprehension test results of short story texts by 11th-grade science students at SMA DDI Maros. Data collection techniques used in this study are observation and tests. Observations were conducted to understand the condition of the research subjects, while performance tests required students to analyze short story texts using TTPS. The test was administered to students over 3 × 45 minutes, aligning with the Indonesian language lessons at the respective school. The maximum score attainable is 100.

The collected data were analyzed using descriptive and inferential statistical techniques. The data processing procedures used include:

1) **Creating a Raw Score List:** Raw scores are determined based on the aspects evaluated from students' work. The aspects evaluated in listening to short story texts are based on the theory of short story structure.
2) **Calculating the Final Score:** The final score calculation is as follows:

$$\text{Score} = \frac{\text{Obtained score}}{\textit{maximum score}} \text{X } 100 = \cdots$$

Score ranges:

a) 91-100 = Very Good
b) 76-90 = Good
c) 61-75 = Fair
d) 51-60 = Poor
e) <50 = Very Poor

3) **Creating a Frequency Distribution of Raw Scores:** The test data obtained from the correction work is generally in an uncertain state. To facilitate analysis, a frequency distribution is created to ease subsequent calculations.

Descriptive Statistical Analysis: Descriptive statistical analysis aims to describe the characteristics of students' learning outcomes, including the highest score, lowest score, mean, standard deviation, and frequency distribution table. These criteria are used to determine the categories of students' learning outcomes.

Inferential Analysis: Inferential statistics are used to test hypotheses, including the two-mean similarity test using statistical methods. Before hypothesis testing, normality and homogeneity of variance tests are conducted.

a. **Normality Test:** The normality test for students' learning outcomes data aims to determine whether the data comes from a normally distributed population. The

normality test for both the experimental and control class variables uses the Kolmogorov-Smirnov test. The test is conducted at a significance level of $\alpha = 0.05$. If $p > \alpha$, the data is considered normally distributed.

b. Homogeneity of Variance Test: The homogeneity test aims to determine whether several data variances are equal. The test used is the homogeneity of variance test (Levene's test). This test is a prerequisite for independent sample t-test analysis. Data meets the requirements if the variances are equal or the subjects come from homogeneous groups.

c. Hypothesis Testing: The hypothesis is tested using the independent sample t-test, which involves:

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

where:

a) H_0 : null hypothesis
b) H_1: alternative hypothesis
c) μ_1: mean of students' listening comprehension results taught without using TTPS
d) μ_2: mean of students' listening comprehension results taught using TTPS

The statistical analysis techniques described above are carried out using SPSS version 20 for Windows (Tarigan, 2014). The independent sample t-test is used with the hypothesis testing criteria: if

$t_{calculated} > t_{aablet}$, the alternative hypothesis H_1 is accepted, and H_0 is rejected. Conversely, H_0 is accepted if $t_{table} > t_{calculatedt}$, and H_1 is rejected.

Results

This section presents the research findings on the listening comprehension abilities of short story texts using the TTPS cooperative learning method in the experimental class and without using the TTPS cooperative learning method in the control class at SMA DDI Maros. The data analysis results are presented in two parts: descriptive statistical analysis and inferential statistical analysis for the experimental and control classes.

Descriptive Statistical Analysis

The students' learning outcomes in listening to short story texts without using the TTPS method in the control class are depicted through descriptive statistical analysis. This analysis illustrates the range of scores obtained by students, from the highest to the lowest.

The scores obtained by the students, from highest to lowest, are as follows: the highest score was 76, achieved by one student (2.9%); a score of 70 was achieved by two students (5.7%); a score of 68 was achieved by one student (2.9%); a score of 67 was achieved by one student (2.9%); a score of 65 was achieved by four students (11.4%); a score of 64 was achieved by one student (2.9%); a score of 63 was achieved by two students (5.7%); a score of 61 was achieved by one student (2.9%); a score of 60 was achieved by one student (2.9%); a score of 59 was achieved by one student (2.9%); a score of 57 was achieved by two students (5.7%); a score of 56 was achieved by three students (8.6%); a score of 55 was achieved by three students (8.6%); a score of 54 was achieved by two students (5.7%); a score of 53 was achieved by three students (8.6%); a

score of 52 was achieved by two students (5.7%); a score of 51 was achieved by three students (8.6%); a score of 50 was achieved by one student (2.9%); and the lowest score was 44, achieved by one student (2.9%).

A clearer depiction of the scores from highest to lowest, along with their frequencies, is provided in **Table 1:**

No	Raw Score	Frequency	Percentage (%)
1.	76	1	2,9
2.	70	2	5,7
3.	68	1	2,9
4.	67	1	2,9
5.	65	4	11,4
6.	64	1	2,9
7.	63	2	5,7
8.	61	1	2,9
9.	60	1	2,9
10.	59	1	2,9
11.	57	2	5,7
12.	56	3	8,6
13.	55	3	8,6
14.	54	2	5,7
15.	53	3	8,6
16.	52	2	5,7
17.	51	3	8,6
18	50	1	2,9
19.	44	1	2,9
Total		35	100

The categorization of learning outcomes for listening to short story texts without using the TTPS method is shown in **Table 2.**

No.	Score Interval	Proficiency Level	**Frequency**	Percentage (%)
1.	90 – 100	Very High	-	-
2.	80 – 89	High	8	22.22
3	70-79	Moderate	21	58.33
4.	40-69	Low	7	19.44
5	0-39	Very low	-	-
	Total		36	100

Based on Table 2, the scores indicate that none of the students in the control group achieved a very high or high proficiency level. Five students (14.29%) were in the moderate category, while 30 students (85.71%) fell into the low category. No students scored in the very low category. Hence, the learning outcomes for the control class are predominantly low.

Table 3 presents the descriptive statistics of the learning outcomes in the control class.

Statistic	**Value**
Sample	35
Highest score	76,00
Lowest score	44,00
Ideal score	100,00
Median	40,00
Mean	58,46
Standard deviation	7,09
Sum	2046,00

The data from Table 3 illustrates that the overall learning outcomes for the 35 students in the control class at SMA DDI Maros were generally low. The mastery learning criteria at SMA DDI Maros require students to achieve a score of 70. Therefore, the learning outcomes for students without using the TTPS method were categorized into two groups: those who met the mastery criteria and those who did not. The frequency and percentage distributions are shown in **Table 4.**

No	**Score**	**Category**	**Frequency**	**Percentage (%)**
1	< 70	Not Mastered	30	85,71
2	> 70	Mastered	5	14,29
	Total		**35**	**100**

Table 4 shows that five students (14.29%) in the control class met the mastery criteria, while 30 students (85.71%) did not. Thus, the learning outcomes in the control class did not meet the classical mastery criteria.

Effectiveness of TTPS Cooperative Learning (Experimental Class)

The learning outcomes in the experimental class using the TTPS cooperative learning method are depicted through descriptive analysis. The teaching process took place over two sessions, and at the end of the sessions, students were given tasks to answer questions based on listening to short story texts as a test. This was done to assess the learning achievement levels of the students. The highest score obtained by a student was 85, while the lowest score was 61.

The scores obtained by the students are as follows: the highest score of 85 was achieved by one student (2.8%); a score of 83 by one student (2.8%); a score of 82 by one student (2.8%); a score of 81 by one student (2.8%); a score of 80 by four students (11.1%); a score of 79 by two students (5.5%); a score of 78 by three students (8.3%); a score of 77 by one student (2.8%); a score of 76 by three students (8.3%); a score of 75 by two students (5.5%); a score of 74 by four students (11.1%); a score of 73 by three students (8.3%); a score of 72 by two students (5.5%); a score of 70 by one student (2.8%); a score of 67 by one student (2.8%); a score of 66 by one student (2.8%); a score of 64 by four students (11.1%); and the lowest score of 61 by one student (2.8%).

A comprehensive depiction of the scores from highest to lowest, along with their frequencies, is provided in **Table 5:**

No.	**Raw Score**	**Frequency**	**Percentage (%)**
1.	85	1	2,8
2.	83	1	2,8
3.	82	1	2,8
4.	81	1	2,8
5.	80	4	11,1
6.	79	2	5,5
7.	78	3	8,3
8.	77	1	2,8
9.	76	3	8,3
10.	75	2	5,5
11.	74	4	11,1
12.	73	3	8,3
13.	72	2	5,5
14.	70	1	2,8
15.	67	1	2,8
16.	66	1	2,8
17.	64	4	11,1
18.	61	1	2,8
Total		36	100

The categorization of learning outcomes for listening to short story texts using the TTPS method is shown in **Table 6**.

No	**Score Interval**	**Proficiency Level**	**Frequency**	**Percentage (%)**
1.	90 – 100	**Very**	-	-
2.	80 - 89	**High** High	8	22,22
3.	70 - 79	Moderate	21	58,33
4.	40 - 69	Low	7	19,44
5.	0 - 39	Very low	-	-

Based on Table 6, the scores indicate that no students in the experimental group achieved a very high proficiency level. Eight students (22.22%) were in the high category, 21 students (58.33%) were in the moderate category, and seven students (19.44%) were in the low category. No students scored in the very low category. Hence, the learning outcomes for the experimental class are predominantly moderate to high.

Table 7 presents the descriptive statistics of the learning outcomes in the experimental class.

Statistic	Value
Sample	36
Highest Score	85
Lowest Score	61
Ideal Score	100
Median	75
Mean	74.36
Standard Deviation	6.06
Sum	2677

The data from Table 7 illustrates that the overall learning outcomes for the 36 students in the experimental class at SMA DDI Maros were generally moderate to high. The mastery learning criteria require students to achieve a score of 70. Therefore, the learning outcomes for students using the TTPS method were categorized into two groups: those who met the mastery criteria and those who did not. The frequency and percentage distributions are shown in **Table 8**:

No	Score	Category	Frequency	Percentage (%)
1	<70	Not mastered	7	19.44
2	≥ 70	Mastered	29	80.56
	Total		36	100

Table 8 shows that 29 students (80.56%) in the experimental class met the mastery criteria, while seven students (19.44%) did not. Thus, the learning outcomes in the experimental class met the classical mastery criteria.

Inferential Statistical Analysis

To determine the difference in effectiveness between using the TTPS cooperative learning method and not using it in listening to short story texts, the data from both classes were analyzed using inferential statistical analysis with SPSS version 20. Inferential statistical analysis was used to test the research hypothesis. Before conducting inferential statistical analysis, normality and homogeneity tests were performed.

a. **Normality Test:** The normality test used the Kolmogorov-Smirnov test to determine whether the data followed a normal distribution. The normality test results showed a p-value of 0.800 for the experimental class and 0.904 for the control class. Since the p-value > $\alpha = 0.05$, the data are normally distributed. The SPSS analysis indicated p-values of 0.800 (experimental) and 0.904 (control), both greater than 0.05, indicating that the data from both groups are normally distributed.

b. Homogeneity of Variance Test: The second prerequisite is the homogeneity of variance test, which requires $p > \alpha = 0.05$. The Levene's test for homogeneity of variance showed a p-value of 0.170, which is greater than 0.05, indicating that the variances are homogeneous.

Since the data met the normality and homogeneity prerequisites, the independent sample t-test was used to test the hypothesis. The hypothesis tested was that there is a significant difference in learning outcomes between students taught using the TTPS cooperative learning method and those who are not.

The t-test results are shown in **Table 9**

Variable	t	df	p
Learning Outcomes	10.173	69	0.000

The rule is that if t calculated > t table, the alternative hypothesis (H1) is accepted, and the null hypothesis (H0) is rejected. The t-test results showed t calculated = 10.173 with p = 0.000, and t table = 2.00. Since t calculated > t table, H1 is accepted, indicating a significant difference in learning outcomes.

Discussion

The descriptive analysis results provide a general overview of the learning outcomes in listening to short story texts without using the TTPS method. The control group's learning outcomes were generally low due to a lack of student engagement and motivation. Low-motivation students were characterized by giving up easily on tasks, lack of enthusiasm in following lessons, and low academic performance.

The Think-Pair-Share (TPS) cooperative learning method, developed by Frank Lyman from the University of Maryland, fosters interactive learning by encouraging students to discuss and share ideas with peers (Rahayudianti, 2018). The descriptive statistical analysis showed that the experimental class's learning outcomes were categorized as high. Cooperative learning, as explained by Trianti (2014), involves small groups of students working together to maximize learning conditions and achieve learning goals. The cooperative learning elements include positive interdependence, face-to-face interaction, individual accountability, and social skills.

Based on the mastery learning criteria discussed earlier, it can be concluded that using the TTPS cooperative learning method in listening to short story texts achieved classical mastery, while the non-cooperative method did not. Therefore, TTPS is effective in Indonesian language learning, especially in the basic competency of listening to short story texts.

The inferential statistical analysis showed a significant difference between using the TTPS method and not using it, confirming that TTPS is effective for teaching listening comprehension of short story texts to 11th-grade students at SMA DDI Maros. The TTPS method positively impacts the learning process, as evidenced by this research. The data analysis indicated that students using TTPS achieved higher scores compared to those who did not use TTPS. The highest score in the experimental class was 85, compared to 76 in the control class, demonstrating a significant difference in learning outcomes. Therefore, listening to short story texts should be taught using the TTPS method to encourage active student participation and idea exploration (Anggraini, Abdurrachman, and Ibrahim, 2018).

In conclusion, the effectiveness of the Think-Pair-Share (TTPS) cooperative learning method in improving the listening comprehension abilities of 11th-grade students at SMA DDI Maros for the 2022/2023 academic year is as follows:

1. Learning without using TTPS in listening to short story texts did not achieve classical mastery.
2. Learning with TTPS in listening to short story texts achieved classical mastery.

The TTPS cooperative learning method significantly improves students' listening comprehension skills in short story texts compared to traditional methods.

Conclusion

The findings of this study indicate the effectiveness of the Think-Pair-Share (TTPS) cooperative learning technique in enhancing the listening comprehension skills of 11th-grade students at SMA DDI Maros for the academic year 2022/2023. The conclusions are as follows:

1. Learning without TTPS: Students who learned to listen to short story texts without using the TTPS method did not achieve classical mastery.
2. Learning with TTPS: Students who learned to listen to short story texts using the TTPS method achieved classical mastery.

Overall, the implementation of the TTPS cooperative learning method significantly improves students' listening comprehension of short story texts compared to traditional methods. The TTPS method has proven to be an effective approach in enhancing student engagement, comprehension, and achievement in listening activities.

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